

Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

Project Title: Charting A Course For Success

Amount of Request: \$ 75,000.00

District Name (Fiscal Agent for Consortiums):

Clark County School District

Number: 161

Please list the schools within the project, and indicated whether it is a targeted school or a partner school and certify the CIPA compliance of all participating schools:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
161	Lindy Ross Elementary	Targeted	YES
161	Clark County Jr/Sr High School	Targeted	YES

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name Paul Blanford	E-mail blanfordp@mudlake.net	Telephone 208-374-5215
Signature 		
District Technology Coordinator Name Susie Shifflett	E-mail shiffletts@mudlake.net	Telephone 208-374-5215
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Project Director Name Paul Blanford	E-mail blanfordp@mudlake.net	Telephone 208-374-5215
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Enhancing Education Through Technology (EETT Sub-Grant Application)

Abstract

Clark County School District #161 is a unique school district increasingly challenged by its distinct demographics, limited resources, and rural isolation. The student demographic profile includes 47% Hispanic, 38% limited English proficient (LEP), 10% Migrant, 76% qualify for free and reduced lunch, and more than 80% of students' coming from homes with parents having no post-secondary educational backgrounds. Financially, the district is dependent on state and federal resources to augment its limited resources. Recruiting and retaining highly qualified teachers and staff is difficult and the rural isolation of Clark County further limits its ability to meet the needs of its students. In addition to but related to these substantial challenges, Clark County School District has struggled to meet Adequate Yearly Progress (AYP) for the past three years and schools are in "needs improvement status".

Technology integration is essential in education today. This project will enable Clark County School District to comprehensively address the aforementioned challenges while perpetuating positive change for many years to come. By upgrading obsolete technologies, providing instructional staff essential training and support, and enhancing curriculum offerings and delivery, student achievement and other student outcomes such as technology literacy/competencies will be improved.

This project will fund replacement and or upgrades of essential technologies used by students and instructional staff, and provide vital training and support to implement and utilize these technology enhancements as well as fund training and support to instructional staff in collecting and utilizing data to improve instruction and student achievement. In addition, Clark County because of its size and isolation is limited in the number and level of courses offered at the 9-12 levels. Computer-based opportunities coupled with web-based options like Idaho Digital Learning Academy affords students additional options. Curriculum components, an important part of this proposal, are included. By adding programs such as Compass Learning at the 9-12 levels, students will be able to take courses for credit-recovery, Advance Placement and enrichment, and additional elective courses that are currently unavailable to them. In addition, in anticipation of new Idaho High School Graduation Requirements increasing math credits, and other areas, these are also addressed. This project is comprehensive and needed.

Through improved technology infrastructure and instructional integration of technology, and enhanced curricular offerings coupled with Clark County School District's current program initiatives and software, student achievement and related outcomes will be improved and perpetuated for many years. The technology being replaced by this project is currently nine years old. It is anticipated and hoped that this project will benefit students and our district for that many years. This project will significantly enhance our district's ability to utilize technology effectively and efficiently to improve student outcomes, providing benefits for many years into the future.

Educational Need

Clark County School District has not made Adequate Yearly Progress (AYP) for the past three years. Lindy Ross elementary is in School Improvement Year 2. Trends for reading proficiency are illustrated in Table 1.

Table 1

ISAT Reading Proficiency Level Trends (Clark County 161)

	2004-2005	2005-2006	2006-2007
Idaho Proficiency Goal	72%	72%	78%
Economically Disadvantaged Grades 3- 6	68.75%	67.44%	60.98%
Lindy Ross Elementary	72.88%	74.58%	66.67%
Jr./Sr. High School	72.92%	78.18%	69.57%
District	73%	76%	68%
State	82.95%	84.19%	80.86%

Math proficiency levels over-all have been a strength for Clark County which is very encouraging, although, the 2006-2007 school-year ISAT results indicate a considerable decline in scores. Trends for math proficiency are illustrated in Table 2.

Table 2

ISAT Math Proficiency Level Trends (Clark County 161)

	2004-2005	2005-2006	2006-2007
Idaho Math Proficiency Goal	60%	60%	70%
Lindy Ross Elementary	66.10%	79.66%	74.51%
Jr./Sr. High School	68.75%	85.45%	63.04%
District	67.29%	82.46%	69.07%
State	77.57%	82.82%	77.02%

Demographics

By far, the most compelling challenges facing Clark County School District are related to the 76% poverty level. This rate of poverty is classified as **severe**. Poverty trends are illustrated in Table 3.

Table 3

Poverty Trends (Based on Free and Reduced Lunch Counts)

	2004-2005	2005-2006	2006-2007	2007-2008
State of Idaho	43%	43%	42%	N/A
Lindy Ross Elementary	78%	75%	91%	75%
Jr./Sr. High School	57%	54%%	66%	76%
District	67%	64%	75%	76%

Although diversity in the United States is our historical and celebrated heritage, Clark County's relatively recent influx of students from Mexico over the past 15 years has dramatically changed demographics and consequently presented substantial educational challenges. Our Hispanic population accounts for nearly 50 percent of the total district enrollment of 207 students which includes 38% of all students being Limited English Proficient (LEP) students. Although the Migrant population has been decreasing, we still have 10% of students who are Migrant. The cultural and language barriers these students face are truly factors that impact our efforts in ensuring that all of our students meet proficient levels. Although students in these sub groups are among our most diligent students, they too have the same or similar challenges facing our economically disadvantaged students.

Demographics of Clark County combined with the rural isolation and lack of resources has created circumstances of severe need. Gaining the technological tools to enhance instructional effectiveness, efficiency, and relevance, will greatly improve teachers' abilities to better serve their students and will also greatly improve the technology literacy of students.

Although Clark County School District faces many challenges and has experienced lower than acceptable levels of students' achievement, there are significant strengths that provide a high level of optimism for this district. For example, student attendance for the first quarter of 2008 is at 97.13%, up from yearly averages of 94-95%. Student behavioral issues are few and far between and 6-12 student participation in activities ranges from 75-80%. Parent involvement has increased as well as the focus of the community towards education. There is still much to accomplish.

Project Detail

Goal #1 - Each teacher will develop an individual technology skills and integration plan based on their current skills and integration practices, and future needs, as part of their professional development plan. The professional development plan is part of the supervision and evaluation process which is linked to school improvement.

Objective 1.1 - Each teacher (18 Total) will meet with the principal to determine the specific goals and objectives to be included in their technology skills and integration plan. These plans will be developed in coordination with the implementation of technologies specific to the teacher's grade level and content area, and individual needs. Semi-annual review of each plan will take place by December 1 and May 1 of each year. Target date for initial completion of Objective 1.1 – May 1, 2008.

Objective 1.2 - Each teacher (18 Total) will participate in some level of professional development specifically prescribed by their individual technology skills and integration plan. Semi-annual review of each plan will take place by December 1 and May 1 of each year. Target date for initial completion of Objective 1.2 – December 1, 2008.

Goal #2 - Each teacher will be provided a technology skills and integration coach to assist them in monitoring and implementing self plan and student plans for literacy and integration of technology and to assist implementation of project.

Objective 2.1 - Technology coach hired. Target date – May 2008.

Objective 2.2 - Technology coach will meet with teachers and schedule individual meetings with teachers by August 20, 2008.

Objective 2.3 - Technology coach will complete interventions and trainings for each teacher by May 1, 2008 and continue process annually.

Goal #3 - Technology hardware will be purchased and installed.

Objective 3.1 - Teacher and student work stations, classroom projectors, and other components purchased by June 30, 2008.

Objective 3.1 - Teacher and student work stations, classroom projectors, and other components installed by July 31, 2008.

Goal #4 - Compass Learning software (9-12 Program & English language learners) will be purchased, installed, and implemented.

Objective 4.1 - Compass Learning software purchased and installed by July 31, 2008.

Objective 4.2 - Compass Learning software implemented, including teacher training and integration into the 9-12 course schedule by August 20, 2008.

Goal #5 - Technology literacy will become a curricular requirement for all students K-12.

Objective 5.1 – Each student (K-12) will be required to participate in technology literacy instruction each year. Depending on the grade level and skill level of the student, technology skills may be part of a formal technology course or embedded in the content curriculum. Implementation date by August 20, 2008. Annual review date of May 1, 2009.

Objective 5.2 – Each student (K-12) will be evaluated on technology literacy utilizing a scoring rubric developed by the technology literacy committee based on the Idaho technology literacy standards. Form committee by March 1, 2008. Complete student evaluations by May 1, 2008.

Objective 5.3 – Each student (K-12) will be monitored annually to ensure technology literacy competencies meet or exceed Idaho Standards annually and finally by each student's graduation date. Target completion date by June 1, 2012.

Goal #6 - Both schools, Lindy Ross Elementary (3-5) and Clark County JHS/HS (6-10) will meet or exceed all target goals for all students for Adequate Yearly Progress (AYP) on the ISAT.

Objective 6.1 - Both schools, Lindy Ross Elementary (3-5) and Clark County JHS/HS (6-10) will meet or exceed all target goals for reading and math for all students for Adequate Yearly Progress (AYP) on the ISAT by June 1, 2009.

Objective 6.2 - Both schools, Lindy Ross Elementary (3-5) and Clark County JHS/HS (6-10) will continue to meet or exceed all target goals for reading and math for all students for Adequate Yearly Progress (AYP) on the ISAT by June 1, 2010.

Goal #7 - Both schools, Lindy Ross Elementary (3-5) and Clark County JHS/HS (6-10) will continue to meet or exceed all target goals for language for all students for Adequate Yearly Progress (AYP) on the ISAT .

Objective 7.1 - Both schools, Lindy Ross Elementary (3-5) and Clark County JHS/HS (6-10) will continue to meet or exceed all target goals for language for all students for Adequate Yearly Progress (AYP) on the ISAT by June 1, 2009.

Goal #8 - English Language Learners English proficiency scores will increase.

Objective 8.1 - Average aggregate scores on the Idaho English Language Assessment will increase 5% overall by June 1, 2010.

Objective 8.2 - Average aggregate scores on the Idaho English Language Assessment will increase 10% overall by June 1, 2011.

Sustainability

Clark County School District 161 is formally committed to perpetually sustaining this technology project. At the November 5, 2007 regular meeting of the Board of Trustees, the Board unanimously supported pursuit of this project. All staff, including teachers, administrators, and support staff, share a strong commitment and an elated excitement for this project. The components and structure of this project afford the district the ability to sustain it for many years. Hardware purchased for this project has a three year warranty and has an estimated life of 8-10 years. The software purchased will eventually need upgraded although, they will be more than sufficient for 5-6 years which will allow for planning and budgeting to up-grade. Furthermore, the professional development components of this project will be part of a sustained system that will be perpetuated as part of the school improvement plan, ongoing district strategic planning, and budgeting. Sustainability is built into the project.

Clark County School District employs a technology coordinator who implements and maintains the district's technology infrastructure as well as provides training and support to staff. The technology coordinator and administration persistently pursue resources to improve and or replace obsolete equipment and programs. Occasionally, state, federal, and or private surplus technology equipment have helped. Although in some cases, gifted items provided little or no improvements. In addition, Clark County School District is continually active in seeking funds to augment its educational programs. Each year, application is made for E-Rate funding which greatly improves our resources in technology. E-Rate funding was recently (2007) used to update our entire internal network infrastructure. Other grants obtained have been used to purchase other improvements such as Rosetta Stone software (English for ELL and Spanish versions for regular ed.), computer task chairs, and Compass Learning Odyssey (K-8). Although we are committed to maintaining and upgrading our technology capabilities, it is difficult to do it all with limited resources. Grants and other resources are vital to us in keeping new and up-graded technologies available to our students and teachers.

This project provides essential technology upgrades while providing an opportunity to focus and re-structure our technology plan to be in concert with our school wide improvement efforts and will assist in the overall effectiveness and efficiency of our efforts while providing our staff and students with the essential mediums to develop technology competencies and skills. In addition to improving the technology literacy of students, this project will assist in improving student achievement by improving the effectiveness and efficiency of instruction. It is truly in our best interest to maintain and sustain this project.

Budget Narrative

This project includes the purchase of 60 Pentium 4 computer work stations with Windows XP. All teachers will receive a work station (Total 18) while the remaining 42 work stations will be placed in classrooms. Total cost for the 60 work stations is \$29,785.00. These work stations will up-grade current nine year old Pentium 2 computers. These new work stations will allow teachers and students to access all of the software options currently available and new software included in this project. Software purchased from Compass Learning will do several things. The 9-12 Curriculum will provide extensive improvements in high school curricular offerings and the ELL Curriculum will afford English language learners additional supports, both aiding in higher achievement. Together, hardware and software will go a long way in benefiting all students' interests and achievement at Clark County.

Professional develop is fundamental to this project. In order for the new hardware and software to be implemented effectively, teachers need to know how to use them efficiently. Training and support on the Compass Learning programs will cost \$2,750.00. This includes on-site training and continued technical support. Technology coaches' stipends (2) will cost \$3,000.00. These coaches will provide support and training to teachers in implementing and integrating technology and plans. A total of \$13,000.00 is budgeted to pay for teacher compensation (stipends) for participation in this project over a period of two years. The district will continue compensation after the two year period.

Activity	100	200	300	400	500	TOTAL
	Salaries	Benefits	Contractual Agreements	Materials and Supplies	Capital Objects	
Professional Development						
Teacher Integration Plan Training	\$13,000.00					\$13,000.00
Compass Learning Training Cost	\$2,750.00					\$2,750.00
Instructional Coaches	\$3,000.00					\$3,000.00
Projects						
Desktops/Monitors for teacher and classrooms					\$29,785.00	\$29,785.00
Compass Learning 9-12 Curriculum					\$18,200.00	\$18,200.00
Compass Learning ELL Curriculum					\$8,265.00	\$8,265.00
TOTAL	\$18,750.00				\$56,250.00	\$75,000.00